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ABSTRACT

The second year (1972-1973) of a three-year evaluation of University Hill Secondary School, three areas of the program were examined: a survey was made of the use of community resources; a study of the adaptability of Grade Eight students to the individualized program; the performance of students on alternative forms of the same standardized test that they took in 1972. The results of these studies reaffirmed the generally positive view of University Hill that emerged from Year One of the evaluation. The use of community resources was found to be extensive and varied. Through the mini-course program, students were exposed to a much wider range of volunteers and community facilities than were students at the comparison schools. Grade Eight students from the three feeder schools were adapting well to University Hill. They were honouring their "contracted time" obligations by attending class, and were devoting a reasonable portion of their unscheduled time to their studies. The results of the testing indicate that the autonomy afforded students at University Hill through the availability of individualized independent programs did not adversely affect student achievement. See ED 076633 for a related document. (MLP)

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Year Two of a Three-Year Evaluation of University Hill Secondary School

TM 003 470

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JULY, 1973

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YEAR TWO OF A THREE-YEAR EVALUATION OF UNIVERSITY HILL SECONDARY SCHOOL

July, 1973.

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and
Peter Edwards

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YEAR TWO OF A THREE-YEAR EVALUATION OF UNIVERSITY HILL SECONDARY SCHOOL

Abstract

In this second year (1972-1973) of a three-year evaluation of University Hill Secondary School, three areas of the program were examined:

1) A survey was made of the use of community resources (both volunteers and community facilities) at University Hill and at two other Vancouver secondary schools. Their use at University Hill was examined in comparison with their use at the two other schools.
2) A study of the adaptability of Grade Eight students to the individualized program at University Hill was made. The relative adaptability of students from the three main "feeder" schools was examined.
3) As a continuation of Year One of this evaluation, students wrote alternative forms of the same standardized test that they wrote in 1972. As well, students in French Nine were given an oral test to assess their fluency. French Nine students in another Vancouver secondary school were given the same oral test; their scores provided a comparative context for the University Hill scores.

The results of these studies reaffirmed the generally positive view of University Hill that emerged from Year One of the evaluation.

The use of community resources at University Hill was found to be extensive and varied. Through the mini-course program, students were exposed to a much wider range of volunteers and community facilities than were students at the comparison schools.

A questionnaire on the use of course time was administered to all Grade Eight students. The results of the questionnaire, combined with the information on class attendance supplied by teachers, indicated that Grade Eight students from all three "feeder" schools were adapting well to University Hill. They were honouring their "contracted time" obligations by attending class, and were devoting a reasonable portion of their unscheduled time to their studies.

The results of the standardized testing showed that in basic areas of achievement, University Hill students were working at an acceptable level for college-bound students. Both Grade Eight and Grade Eleven students improved their scores over last year. Other grades showed a very slight decline. With regard to the French program, the significantly better marks obtained on the oral test by students from the comparison school indicated the French Nine students at University Hill are not developing as high a degree of oral skill as they might.

In summary, the program at University Hill continued in its second year to change and evolve. Problems noted in the evaluation last year with respect to community involvement and the adaptability of Grade Eight students were in large measure overcome. The results of the testing indicate that the autonomy afforded students at University Hill through the availability of individualized independent programs did not adversely affect student achievement: students were working at a satisfactory level as measured by the publisher's norm of the standardized test battery.

YEAR TWO OF A THREE-YEAR EVALUATION OF UNIVERSITY HILL SECONDARY SCHOOL

INTRODUCTION

In September 1971, a new program began at University Hill Secondary School. In order to assess the program, and to ensure that it was responsive to the needs of students and the community, a three-year evaluation was planned. While the evaluation would summarize the over-all success of the program, its chief function was to enable the staff to make informed decisions about the direction of the program.

In the first year, the evaluation was focussed on the reaction of parents, students and teachers to the new program. The results of the evaluation showed that all three groups were satisfied with the program.[1] However, there were some areas of concern that mitigated the generally favourable reaction. Two of these areas were isolated for the second year of evaluation: the use of community resources, and the adaptability of Grade Eight students.

In the accreditation booklet prepared by the University Hill staff in 1972, the use of community resources was recognized as a necessary aspect of the kind of program that was being developed at the school:

> Consistent with the view of education as a life process, of which the school is only one aspect, we believe it is essential to develop a strong, positive, reciprocal relationship between the school and community.

The first year did not see this relationship become as "strong", "positive" and "reciprocal" as the staff had hoped. In the second year, they increased and improved their exchange with the community through their extended use of volunteers and community facilities. The kind and number of volunteers and community facilities used by teachers and students at University Hill is documented in Section I of this report. The documentation includes a comparison of the use of community resources at University Hill with their use at two other Vancouver high schools; the comparison reinforces the study's conclusion that the University Hill staff have made extensive use of diverse community resources.

Grade Eight students entering University Hill face many problems in adjusting to a high school experience that is markedly different from their previous school experience. While the staff believe that the students must assume responsibility for their learning, they recognize that for the Grade Eight students, such responsibility is a new and burdensome privilege. In the 1972 fall term, the

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[1] Gilbert, Katherine J. Year One of a Three-Year Evaluation of University Hill Secondary School, Research Report 72-17, Vancouver, Board of School Trustees, 1972.

staff worked with the new Grade Eight students to ensure that they would learn to profit from their new responsibilities, and that the difficult period of transition from elementary school to University Hill would be as brief as possible. Section II of this study assesses the adaptability of the Grade Eight students; the findings presented by Peter Edwards, who wrote this section of the report, offer ample evidence that the staff has been successful in introducing these new students to the University Hill program.

The third section of this report presents the results of standardized testing at University Hill. It is the second phase of a three-year evaluation of academic performance. This year (1973) students wrote different forms of the same test batteries used in 1972. The results from the 1973 testing are compared with last year's results and with national and local norms. The results from the Departmental exams are also presented in this section.

SECTION I: THE USE OF COMMUNITY RESOURCES AT UNIVERSITY HILL SECONDARY SCHOOL

THE USE OF COMMUNITY RESOURCES AT UNIVERSITY HILL SECONDARY SCHOOL

When the experimental program for University Hill Secondary School was designed, one objective of the program was to expand the use made by the staff and students of community resources. Fundamental to the design of the University Hill experiment was the philosophy that education must be viewed as a life process. Expanded use of community resources is a natural corollary to that philosophy, for if education is a life process, then the school can be only one aspect of that process; outside the school, in the rest of the community are educational resources that students should have access to. Thus as an integral part of the program, the staff at University Hill have tried to create "a strong, positive, reciprocal relationship between the school and the community".

For the purposes of this study, community resources have been organized into two categories: volunteers and community facilities. These two categories reflect broadly the directions of exchange with the community. Volunteers come into the school to offer their time and abilities; students go out from the school to use and explore community facilities.

Volunteers have become involved in many aspects of the program at University Hill school. Mini-courses, lectures and discussion groups are offered by volunteers with special skills and knowledge. The foreign language program uses volunteers who are fluent in French, German or Russian to give students oral practice in the language they are studying. Crafts like spinning and ceramics are taught by volunteers.

Because U. B. C. is so close to the school, University Hill's use of community facilities has been largely focussed on the U. B. C. campus. The gym, ice rink, swimming pool, television studio and library are available for University Hill students--certainly a rich array of facilities to explore. In addition, students are encouraged to venture further afield and use resources such as the Vancouver Public Library and the Vancouver Art Gallery. Vancouver itself has been used as a resource: it functions as an urban studies classroom for University Hill students in which they can examine problems of urban management and development.

Documenting the Use of Community Resources

To document the use of community resources, three one-week periods were selected, and the use of volunteers and community facilities were documented for those hopefully typical weeks. But there were many events--such as guest lectures or field trips--that occurred only once throughout the year, and these were not likely to be reflected in the one-week segment reports. To make sure that the documentation would include these excellent events, the teachers agreed to make a list at the end of the year of any special events that happened during the year. This combination of one-week segments and year-end reports offered a comprehensive description of the use of volunteers and community facilities at University Hill.

In order to make a useful assessment of the effectiveness of the experiment at University Hill, it was necessary to compare the use of community resources there with their use in other secondary schools within the Vancouver School system. Two other secondary schools, located in similar neighbourhoods were selected for a comparison study. Because of the greater number of teachers, and the anticipated smaller number of volunteers, a slightly different format for the volunteer information sheet was used in the comparison schools.

At University Hill, a daily survey was made. Each teacher was interviewed at the end of the day about his/her use of volunteers and community facilities. Three student volunteers collected the information on the forms which appear in the Appendix. (See Appendix A) In both of the comparison schools, the vice-principal collected the information throughout the week from the teachers concerned. Since the vice-principal in each case was involved in co-ordinating the use of volunteers and community facilities, it was not necessary to collect the information by daily interviews with each teacher; the vice-principals were able to complete the survey forms.

Results of the Survey of the Use of Volunteers and Community Facilities

It is difficult to present the data from the three schools into equivalent terms. The comparison schools do not enjoy the flexibility that small numbers and individual programming permit at University Hill; their use of volunteers and community facilities is necessarily restricted. At University Hill, the mini-course program in the Humanities allows the staff to fit volunteers into the curriculum; volunteers who have the time and the skills to teach a short course are given the opportunity to do so. As well, the "contracted time" schedule at University Hill frees students to make use of volunteers and community facilities when they are available. Thus, any comparison of the use of volunteers and community facilities at University Hill School with their use in other schools must be viewed in terms of the differences in program and size of school.

The Use of Volunteers

Table I is a summary of the use of volunteers at University Hill School during one selected week. Tables II and III present returns from two comparison schools for the same week. It can be seen from the tables that there are distinct differences between University Hill and the two comparison schools in terms of:

1) the source of volunteers,
2) the work the volunteers do, and
3) the schedule of their service in the school.

In both comparison schools, the chief source of volunteers is the immediate school community: parents (particularly mothers) form the major group of

TABLE I: VOLUNTEER INFORMATION SHEET...RETURNS FOR WEEK 1, JANUARY 22-26, 1973, SURVEY AT UNIVERSITY HILL SECONDARY SCHOOL

Subject	Work Done by Volunteer	Connection	Schedule (if any)
Band	Teaches beginning band	UBC student	Every Thursday noon and Tuesday evening (mini-course)
Biology	Teaches course in marine biology	UBC student	Every Thursday afternoon (mini-course)
Art (Humanities)	Teaches advanced ceramics	Mother a UBC instructor	Every Tuesday morning (mini-course)
	Demonstration in etching	Interested craftsman contacted by instructor	Once only
	Demonstration in dyeing	U. Hill student	Once only
	Teaches batik	Former U. Hill student	Every Thursday 2:00 - 3:00 (mini-course)
P. E.	Teaches course in fencing	B. C. Fencing Association	Every Tuesday afternoon (mini-course)
Mathematics	Assists teacher in math room	UBC Education practicum	Every Tuesday 9-10: 30
	Assists teacher in math room	UBC Education practicum	Every Monday 8:30 - 10:00
Law (Humanities)	Teaches course in Youth and the Law	Vancouver People's Law School	Every Friday 3:00 - 4:00 (mini-course)

TABLE I: VOLUNTEER INFORMATION SHEET... RETURNS FOR WEEK 1, JANUARY 22-26, 1973, SURVEY AT UNIVERSITY HILL SECONDARY SCHOOL

Subject	Work Done by Volunteer	Connection	Schedule (if any)
Math/Sciences	Discussion on education	UBC Professor in Education Faculty	Once only
Science	Teaches physics source	UBC Professor	1 hr. per week (mini-course)
Drama (Humanities)	Teaching drama	UBC Professor in Theatre Department	Once a week (mini-course)
P. E.		Teacher figure skating	Every Monday afteroon (mini-course)

TABLE II: VOLUNTEER INFORMATION SHEET... RETURNS FOR WEEK 1, JANUARY 22-26, 1973, SURVEY AT COMPARISON SCHOOL A

Subject	Work Done by Volunteer	Connection	Schedule (if any)
General Mathematics	Marked math papers	Members of Parents-School Association	Mondays 1 - 3
	Marked bookkeeping tests		Mondays 10 - 12
	Took dictation and typed letter; ran off stencils; marked math work papers; helped with record register		Tuesdays 9 - 12
	Typed two tests; helped with filing		Thursdays 1 - 3
Home Economics	Helped with students' questions; Cleaned machines; Prepared dittos and made stencils; Prepared bulletin boards; Marked objective tests; Totalled marks for report cards; Prepared lists of pattern numbers for students; Offered help where needed.	Members of Parents-School Association	1 a week 3 - 3-1/2 hours (more if needed)
Home Economics	Ensured students followed directions after demonstrations Cleaned machines Marked objective tests Recorded marks Prepared bulletin boards	Members of Parents-School Association	4 hours per week (more if needed)

TABLE II: VOLUNTEER INFORMATION SHEET... RETURNS FOR WEEK 1, JANUARY 22-26, 1973, SURVEY AT COMPARISON SCHOOL A (Continued)

Subject	Work Done by Volunteer	Connection	Schedule (if any)
Library	Prepared pamphlets for filing	Mother volunteer	Monday afternoons
	Pulled order cards and totalled prices		Tuesday afternoons
	Typed cards for new paper backs		Wednesday afternoons
	Prepared new encyclopedia for shelving		Thursday mornings
	Worked at circulation desk Prepared new magazines for display		
	Processed new books; Filed shelf cards; Helped with display; Shelved new books.		Thursday afternoons
	Typed dittos for bibliography		Thursday afternoons
	Read shelves; Processed new books.		Friday afternoons

TABLE III: VOLUNTEER INFORMATION SHEET...RETURNS FOR WEEK 1, JANUARY 22-26, 1973, SURVEY AT COMPARISON SCHOOL B

Subject	Work Done by Volunteer	Connection	Schedule (if any)
Library	Worked at card catelogue and circulation desk	Parent volunteer	Mondays
	Worked at card catalogue and circulation desk		Wednesday mornings
	Worked at card catalogue and circulation desk		Thursday mornings
	Worked at card catalogue and circulation desk		Friday (8:30 - 2:00)
Social Studies	Inventory of books and maps in Resource Centre; Typing.		Wednesday afternoon
	Inventory and typing		Tuesday mornings
Home Economics	Maintenance of equipment; Preparation of Materials; Clerical work.		Tuesday mornings
Library	Shelving and filing; Assisted teacher and students	UBC Library Program	Tuesday afternoons
	Shelving and filing; Assisted teacher and students		Thursday afternoons

TABLE III: VOLUNTEER INFORMATION SHEET... RETURNS FOR WEEK 1, JANUARY 22-26, 1973, SURVEY AT COMPARISON SCHOOL B (Continued)

Subject	Work Done by Volunteer	Connection	Schedule (if any)
French	Remedial conversational French	Parent volunteer	Tuesday & Wednesday mornings
German	Remedial conversational German Remedial conversational German		Tuesday mornings Wednesday mornings
P. E. (Juvenile Boys Basketball)	Coaching	UBC Education student	Thursday 5 - 6:30 Friday 4 - 6:30 Monday 3:30 - 5:00 Wednesday 3:30 - 7:00
P. E. (Bantam Boys Basketball)	Coaching	UBC Education student	Friday 3 - 5:00 Wednesday 3 - 7
P. E. (Senior Girls' Basketball)	Coaching	UBC Education student	Monday 3:30 - 5:00 Tuesday 5:00 - 6:30 Wednesday 3:30 - 5:00 Thursday 3:30 - 5:00
P. E. (Junior Girls' Basketball)	Coaching	UBC Education student	Monday 5-6:30 Tuesday 3:30 - 5:00 Thursday 3:30 - 5:00
P. E. (Juvenile Girls' Basketball	Transportation	Parent volunteer	Tuesday 3:30 - 5:00
Guidance	Career information	Canadian Forces	Tuesday morning and all day Wednesday (special lecture)

volunteers. At School A, there is a parents' committee organized specifically to provide volunteer services to the school on a regular basis. At University Hill, only one parent volunteer is listed for the sample week presented. The majority of volunteers at University Hill are associated with U. B. C., as students or instructors. University Hill is of course fortunate in being located so near the U. B. C. campus, for the school is readily accessible to U. B. C. students and instructors. Many of the U. B. C. students did field work for their own studies at University Hill school, it appears however, that some became involved as volunteers out of interest in the University Hill program. It should be noted, too, that University Hill is the "local school" for the U. B. C. Community and thus, through parents, enjoys many contacts with university faculty.

Because several University Hill students gave demonstrations, or acted as teachers in classes outside their own program, they effectively functioned as volunteers in those areas and were listed as such. The remainder of the volunteers at University Hill are not connected with the immediate school community or to U. B. C. They are members of the larger community who have been brought into the school because of their special skills or knowledge. At comparison school B, there were volunteers in this category, but they were not integrated into the program as at University Hill. For example, the representatives from the Canadian Forces who visited School B came for two days only, to speak to Guidance classes. In contrast, the representative of the Vancouver People's Law School visited University Hill on several successive Friday afternoons.

At the comparison schools, volunteers were generally assigned to support tasks, such as typing and filing. The library in both schools made extensive use of volunteers for various clerical services. At School A, two volunteers from the parents' association worked for several hours in the food and clothing labs of the Home Economics Department. School B used parent volunteers as tutors in the language program, as well as for clerical and maintenance work. Four UBC Education students were used as coaches for the extra-mural sports program.

At University Hill, mini-courses permitted a much different kind of volunteer involvement in the school. Virtually all of the volunteers at University Hill (save two U. B. C. Education students on their practicum) acted as teachers. Mini-courses afforded the volunteers--whether students, professors or craftsmen--an opportunity to work directly with the University Hill students on a regular, sustained basis. At the comparison schools, regularly scheduled volunteers performed mainly support duties; except for the three language tutors, volunteers who worked as instructors visited only periodically.

It is evident from the survey returns that the mini-course format has been an extremely effective vehicle for bringing specialists into the school. While the twelve-week duration of the mini-courses[1] did not permit detailed

[1]Not all mini-courses lasted the full twelve weeks. Factors such as the availability of the instructor shortened some mini-courses.

study of any topic, students in the mini-courses were introduced to many different subjects, in the company of experienced and knowledgeable adults.

The Use of Community Facilities

Tables IV, V and VI summarize the use being made of community facilities at University Hill school and two comparison schools for the same week as the survey of the use of volunteers discussed above. An examination of the tables reveals that there are differences here, too: the kind of community facilities used, and the schedule of their use differ at University Hill from their use at two comparison schools.

At University Hill, the Physical Education program is directed to teaching students sports such as hiking, skiing and swimming that they are likely to continue in their adult life. There is a similar emphasis, particularly in the Community Recreation 12 program, in the comparison schools. Hence the Physical Education teachers in all three schools reported considerable use of community recreational facilities, like bowling alleys, local ski slopes and public swimming pools. University Hill students were able to use Thunderbird Arena regularly for hockey and skating. In the use of community facilities, as in the use of volunteers, the proximity of U. B. C is evidently of great advantage to University Hill.

At School B, field trips accounted for the remaining community facilities reported in the survey. While at School A no field trips were recorded for the week in question, it should be noted that other weeks of the survey did report field trips; the week discussed here may have been an exception. Field trips were also reported at University Hill, but the majority of the non-athletic uses reported were not once-only visits. Students and teachers regularly used facilities at U. B. C. for workshops and research. The university library was in constant use by University Hill students; the television studio at the U. B. C. Faculty of Education, and the crafts studio in the Centre for Continuing Education were frequently made available to teachers at University Hill. These U. B. C. facilities are not closed to other schools, but University Hill is definitely in a much better position to take advantage of them.

University Hill students also met and worked in the homes of various volunteers. Such involvement on the part of the volunteers bespeaks a unique closeness between students and volunteers. Certainly in situations where volunteers do only support tasks, there is little chance for that level of involvement to develop.

Year End Report on Special Activities

The second part of the study of volunteers and community facilities was the year-end report on special activities. (See Appendix A). At School A, the teacher of the Child Care program reported on two week-long nursery workshops. With cooperation from parents, nursery teachers, and a neighbourhood church, the child-care students operated a playschool for two one-week periods.

TABLE IV: RETURNS FROM THE SURVEY ON THE USE OF COMMUNITY FACILITIES FOR WEEK I AT UNIVERSITY HILL SECONDARY SCHOOL

Subject	Facility	How Used	Schedule (if any)
P. E.	Manning Park Ski Lifts	Ski trip	3-day Field Trip
P. E.	Grouse Mt. Ski Lifts	Ski school	1-6:30 p. m. --once a week
P. E.	Seymour Mt. Ski Lifts	Cross-country skiing	Every Tuesday afternoon
P. E.	Fitness Class	Demonstration and lecture	
P. E.	UBC Thunderbird Arena	Ice and figure skating, hockey	Every Monday afternoon
P. E.	Kinesiology Lab (UBC)	Physiology--Demonstration	Field trip
P. E.	Diver's Den & CYA Pool	Scuba Diving Course	5-9 p. m. Sundays
TV production	UBC TV Prod. Studio	Learning TV studio operations	Every Tuesday
Ceramics	Penny Wolverton's home	Ceramic class	Every Tuesday
Advanced Ceramics	Penny Wolverton's home	Ceramic studio	Every Thursday (all day)
Fine Arts & Ceramics	Centre for Continuing Ed.	Resource Centre	periodic
French	Dept. of Ed. UBC-AV	film making	3-day field trip
Science	Aquarium	Lecture series	once a week for 6 weeks
Humanities (script writing)	Educ. Dept. -UBC, AV	TV prod. with Scripts	every Wednesday
Humanities I	Library	Research	frequently
Humanities II	UBC Library	Record Library	frequently
Humanities III (Lit.)	Mary Beth Rondeau's home	Discussion & Breakfast	

TABLE V: RETURNS FROM THE SURVEY OF THE USE OF COMMUNITY FACILITIES FOR WEEK I AT COMPARISON SCHOOL A

Subject	Facility	How Used	Schedule (if any)
Community Recreation 12	Percy Norman Pool	Recreation	
Community Recreation 12	Town & Country Bowl & Billiards	Recreation	
P. E. (Gr. 8 & 9 Girls and Boys)	Grouse Mountain	Ski lessons for 188 students	4 consecutive Thursday afternoons

TABLE VI: RETURNS FROM THE SURVEY OF THE USE OF COMMUNITY FACILITIES FOR WEEK I AT COMPARISON SCHOOL B

Subject	Facility	How Used	Schedule (if any)
MA 10	Musgrove Ford	Field Trip - Sales Manager	January 22 (p. m.)
SS 10	Fort Langley	Field Trip	January 22 (a. m.)
GM 11	UBC Computer Center	Field Trip	January 22 (p. m.)
ART	C. B. C.	Field Trip	January 23 (p. m.)
PE 11	Jericho Hill School	Swimming Program	January 23 (9-10 a. m.)
PE 11	Alma Bowling	Bowling	January 24 (9-10 a. m.)
CR 12	Stry Co-Op	10-pin Bowling	January 22 (p. m.)
PE 11	Stry Co-op	10-pin Bowling	January 22 (9-10 a. m.)

At School B, two special events were reported. In April, the senior boys' rugby team embarked on a twenty-three day tour of England and France. Their tour demanded much parental involvement in fund-raising and organization. There was also a theatrical production at the school whose success was largely the result of the volunteer assistance provided by its director.

University Hill teachers reported several major field trips. Twenty-six students and two teachers took a week-long cruise to Alaska. There were camping trips to Keats Island and Long Beach. Students also visited logging operations on Vancouver Island as part of an extended study on work in extractive industries. In June, a play was presented at University Hill, the culmination of three months' work with a volunteer from the U. B. C. Theatre department. A science teacher reported on the use of facilities at the planetarium, Vancouver General Hospital, the U. B. C. Department of Extension and the Vancouver Public Aquarium for independent study throughout the year. The G. F. Strong Rehabilitation Centre, the Vancouver Historical Society, and the municipal archives were used by students for projects in Humanities.

It should be noted that University Hill is regarded, in some ways, as a "model school". Because University Hill has an innovative program, it may attract more volunteers than other schools. As participants in an experimental school, University Hill students may have greater access to community facilities. It is difficult to gauge the effect of University Hill's experimental image, but it is doubtless an influence in the school's involvement with the community. Of course, one aspect of the experiment at University Hill is extended involvement with the community, and teachers have actively sought volunteers and community facilities for the use of their students. To what degree, however, the mood of experiment promoted the experiment itself is impossible to determine.

In summary, it is clear that University Hill made extensive diverse use of volunteers and community facilities. At the comparison schools, there was also use made of volunteers and community facilities, but a much more restricted range of these community resources was available to students. Volunteers at the comparison schools tended to be parents and to work only at support tasks. Apart from the Community Recreation 12 program the community facilities were used only for field trips; there was no regular use made of outside facilities. It appears that one of the chief factors in this difference is the mini-course program at University Hill. Because students could become involved on a regular sustained basis with volunteers, or in community settings, they had much greater freedom to explore the vast range of community resources that exist in any urban centre. The close connection with U. B. C. also contributed to their greater involvement with the community.

One conclusion which emerged from last year's evaluation was that communication with parents should be improved. This year's expanded volunteer program should have been an excellent avenue for involving parents in the school, and thereby improving communication between staff and parents. But only one parent volunteer appears in the sample survey results. (See Table I). Certainly they were involved to a greater extent than is apparent from the survey, for the large involvement of U. B. C. personnel can in part be attributed to the fact that many parents are employed at the University. However, it is clear that the majority of volunteers at University Hill were not parents. While the present volunteer program has been very effective, perhaps in future a more deliberate effort could be made to recruit specifically parent volunteers, as well as others from the larger community.

SECTION II: THE ADAPTABILITY OF GRADE EIGHT STUDENTS AT UNIVERSITY HILL SECONDARY SCHOOL

THE ADAPTABILITY OF GRADE EIGHT STUDENTS AT UNIVERSITY HILL SECONDARY SCHOOL

Background

In the 1971-72 school year, an experimental program was initiated at the University Hill Secondary School. [2] This new program gave the students a good deal of the responsibility for organizing their school time.

Both student and public response to the new program were generally favourable. However, there were several points of criticism about the organizational procedure of student school time.

1. Students 'skipped out' of school or merely 'played around'.
2. Students couldn't plan their time--they needed more supervision.
3. Students could easily fall behind with such a system.

Accordingly, certain modifications to the school program were planned for the 1972-73 school year.

Purpose

This section of Phase II was designed to answer two basic questions:

1. Have the Grade 8 students been able to adapt to the experimental program at University Hill Secondary School regarding attendance and 'out-of-class' work commitments?

2. Are there major differences among the three feeder elementary schools (University Hill, Queen Mary, other schools) in the manner in which their students adapted to the University Hill Secondary School program?

Procedure

All Grade 8 students who were present at the school (76/80) were included in the study. A questionnaire (see Appendix B) was administered to groups of about ten students at a time so that individual help could be given when necessary. The researchers in charge followed standard procedures (see Appendix C) and worked through the questionnaire with the students. Terms such as "subject course" (one of the ten basic courses in the program) and "mini-course" (courses of short duration selected by the students) were carefully explained. Student responses for each section were then tallied and sub-totals were compiled for each of the "feeder" schools.

A check was made of the accuracy of individual student responses by having each subject teacher complete an attendance record for the week. (See Appendix D).

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[2] op. cit.

Results

A. Student Questionnaire

A number of the more important results are presented in the following tables.

TABLE I: A COMPARISON OF THE AVERAGE AMOUNT OF STUDENT TIME (IN HOURS) SPENT ON EACH SUBJECT EACH WEEK.

Feeder School	Hum.	Lang.	Science	Math	H. E.	I. E.	Comm.	Art	Music	P. E.	Total
University Hill	5.7	3.1	4.4	4.5	2.8	2.2	2.8	1.7	1.0	3.7	31.6
Queen Mary	4.6	2.9	3.5	4.0	2.7	2.3	2.6	1.3	2.	3.1	29.0
Other Schools	5.1	3.1	4.2	4.0	3.5	2.0	2.0	1.8	1.0	2.7	28.0
Means	5.1	3.1	3.9	4.2	2.7	2.2	2.5	1.4	1.3	3.2	29.6

There was a wide range of "average hours" spent each week on various courses among the 'feeder' schools. Student estimates for Humanities ranged from 3 to 10 hours per week; for Science the range was from 2 to 7 hours per week; while for Mathematics the figures were from 2 to 10 hours per week. This range was common for all schools. (The estimates in TABLES I and II include all the time spent on a particular subject each week, both at school and elsewhere).

TABLE II: A COMPARISON OF THE AVERAGE AMOUNT OF STUDENT TIME (IN HOURS) SPENT ON MINI-COURSES EACH WEEK

Feeder School	Hours
University Hill	4.0 hrs.
Queen Mary	2.8 hrs.
Other Schools	3.8 hrs.

There were far too many mini-courses listed by students to report on each one. The most frequently mentioned mini-courses were Drama, Art, and Drawing. Former students from Queen Mary reported much less time on mini-courses than the other 'feeder' areas. This could have been due to a misunderstanding on the part of these students as to the definition of a mini-course.

TABLE III: STUDENTS' USE OF TIME WHEN WORKING ON A SUBJECT (COURSE OR MINI-COURSE) OUTSIDE OF THE CLASSROOM (IN HOURS PER WEEK)

Student Response	U. Hill	Queen Mary	Other Schools	Totals
(a) I work on the subject.	6	4	4	14
(b) I work on other subjects.	2	1	1	4
(c) I do both (a) and (b)	23	9	11	43
(d) I do very little work.	3	5	2	10
(e) I don't do any work at all.	0	1	0	1
(f) I spend all the time in class.	0	3	1	4
Totals	34	23	19	76

The majority of students indicated that they worked on subjects in which assignments or tests were due. Typical comments were:

'I work on those subjects that are important at the time.'
'I work when I have to.'

TABLE IV: STUDENTS' USE OF OUT-OF-CLASS TIME WHEN WORKING ON COURSE SUBJECTS (NOT MINI-COURSES)

Course Subjects*	U. Hill		Queen Mary		Other Schools		Totals	
	Most Time (No. of Students)	Least Time	Most Time (No. of Students)	Least Time	Most Time (No. of Students)	Least Time	Most Time (No. of Students)	Least Time
Humanities	22	3	7	5	10	0	39	8
Language (Fr.)	5	9	5	7	3	7	13	23
Science	19	7	15	1	11	3	45	11
Mathematics	18	5	16	3	7	4	41	12
Home Economics	1	10	0	8	1	6	2	24

(Multiple responses were permitted)
*Only the most frequently reported were included.

Students' Comments

Science and Math were given as the two courses taking most student out-of-class time. (59% response and 54% response).

Typical comments:

"Most assignments given."
"Don't want to get behind."

Home Economics and Languages were given as the two courses on which students spent least out-of-class time. (31% response and 30% response).

Typical comments:

"Don't have time."
"Can't be bothered."
"Consider these the least important."

TABLE V: LOCATIONS WHERE STUDENTS DO MOST OF THEIR OUT-OF-CLASS WORK

Location	University Hill (No. of Students)	Queen Mary (No. of Students)	Other Schools (No. of Students)	Total (No. of Students)
Home	33	19	13	65
School Library	13	7	9	29
School Areas	5	3	2	10
U.B.C.	4	0	0	4
Public Library	2	1	0	3
Other	0	1	3	4

(Multiple responses were permitted)

Students reported that they did most of their out-of-class work either at home (57%) or at school (35%).

TABLE VI: NUMBERS OF STUDENTS WHO WANTED MORE TEACHER-DIRECTED CLASSES

Response	U. Hill	Queen Mary	Others	Total
"Yes"	7	5	6	18
"No"	25	18	12	55
No Response	2	0	1	3

The great majority of students did not think that they would benefit from more teacher-directed classes.

Typical Comments

'I work better on my own.'
'I like the system the way it is.'
'Instruction is necessary in some classes.'
'It depends on the teacher.'

Some of the students, however, stated that they would like more teacher-directed class-time in certain subjects:

e.g.
Math = 25%
French = 16%
Science = 10%
Humanities = 10%

An analysis of students' questionnaires revealed that three male students had reported their total time spent on school work at a much lower rate than the average.

B. Subject Teachers' Attendance Record

An attendance check by subject teachers showed that there was an attendance rate of over 90% in all courses with the exception of Science (85%).

The actual attendance of the three students mentioned in Section A of Results was examined and was found to be only 50% of their own estimated time spent in class work.

Conclusions and Recommendations

The vast majority of grade eight students appear to have adapted extremely well to the program at University Hill Secondary School. This applies equally well to the three main 'input' areas of University Hill Elementary, Queen Mary, and 'other' schools. As a result there should be no need to proceed further with surveys of a similar nature (encompassing all grade eight students) later in the 1972-73 school year. Instead the following alternatives are proposed for consideration.

(1) A small group (3) of students who are not coping be studied in detail (case studies) to see if their difficulties are reduced later in the school year.

(2) Two small, contrasting groups (one comprised of those students who are not coping, the other group made up of students who have adapted very well) be studied to see if a number of meaningful contributory characteristics can be defined.

(3) A random sample of students from the grade eight population be studied in a similar manner to the present evaluative phase to see if the current positive trend is being maintained.

It was finally decided that further study into the adaptability of Grade 8 students to the program at University Hill Secondary School was not warranted at this time.

SECTION III: RESULTS OF ACHIEVEMENT TESTING AT UNIVERSITY HILL SECONDARY SCHOOL

1--Results of Standardized Testing

2--Results of Testing of the French Program

3--Results of British Columbia Departmental Examinations

RESULTS OF ACHIEVEMENT TESTING AT UNIVERSITY HILL SECONDARY SCHOOL

1. Results of the Standardized Testing:

One element in the original three-year plan of evaluation at University Hill was a program of annual standardized testing. In the first year, (1971-72), Form W of the Stanford Achievement Test was administered to students from Grade Nine to Grade Twelve. This year, the students wrote an alternative form (X) of the same battery. Grade Eight students wrote the Gates-MacGinitie Reading Survey (EM2) and the Beattie Test of Mathematics Fundamentals, which are more appropriate for their grade level. The results of the testing this year (Table I) compared with the publishers' norms, and with the results from last year's testing (Table II), are presented below:

TABLE I: RESULTS OF STANDARDIZED TESTING AT UNIVERSITY HILL SECONDARY SCHOOL IN JUNE 1973

	Possible Score	Range	Mean	Standard Deviation	%ile of Mean	Stanine of Mean
Grade 8 N=68						
Gates-MacGinitie						
Speed & Accuracy	36	10-35	21.3	5.3	96	8
Vocabulary	50	12-46	34.1	6.9	87	7
Comprehension	52	14-52	43.2	6.9	71	6
Beattie Math N=60	60	3-47	24.4	9.4	11	3
Grade 9 N=75						
Stanford						
English N=75	85	21-76	51.7	13.6	44	5
N. C. N=64	45	10-45	27.9	7.2	44	5
Reading N=68	65	13-56	35.4	11.1	45	5
Grade 10 N=59						
Stanford						
English N=57	85	30-79	58.1	12.7	42	5
N. C. N=45	45	13-43	31.3	7.8	48	5
Reading N=38	65	16-60	42.6	11.4	56	5
Grade 11 N=23						
Stanford						
English N=19	85	51-74	65.4	7.1	53	5
N. C. N-13	45	26-44	37.3	4.7	62	6
Reading N=14	65	30-57	49.1	8.2	64	6
Grade 12 N=25						
English N=21	85	54-79	68.2	8.4	52	5
Math "A" N=17*	40	22-38	32.4	5.0	70	6
Math Total N=8 **	74	51-66	60.2	5.7	94	8
Reading N=10	65	43-59	49.1	5.9	52	5

*Part A of the Mathematics subtest measures the general content of high school mathematics courses by emphasizing elementary algebra and geometry. The test publisher has provided norms for Part A which can be analyzed independently of Part B.

**Items covering more advanced instruction in algebra, trigonometry, and some of the newer mathematics concepts are included in Part B. Although Part A may be analyzed independently of Part B, Part B must be interpreted in conjunction with Part A as no norms have been established by the publisher for Part B only.

TABLE II: RESULTS OF STANDARDIZED TESTING AT UNIVERSITY HILL SECONDARY SCHOOL, JUNE 1972

Grade & Test	Possible Score	Range	Mean	Standard Deviation	%ile of Mean*	Stanine of the Mean
Grade 8, N=78						
Gates-MacGinitie						
Speed & Accuracy	36	7-30	16.8	4.2	78	7
Vocabulary	50	14-47	32.3	5.6	83	7
Comprehension	52	26-52	46.2	5.5	84	7
Beattie Math	60	5-51	22.1	9.0	7	2
Grade 9, N=72						
Stanford Achieve.						
English	85	27-73	55.2	11.7	50	5
Numerical Competence	45	7-45	30.9	9.6	62	6
Reading	65	13-55	36.0	11.3	52	5
Grade 10, N=30						
English	85	35-74	60.2	8.5	52	5
Numerical Competence	45	27 45	36.8	5.7	77	6
Reading	65	23-57	43.7	8.8	62	6
Grade 11, N=55						
English	85	39-75	64.2	7.0	48	5
Numerical Competence	45	18-45	36.5	7.3	60	6
Reading	65	28-64	45.9	8.8	60	6
Grade 12, N=44						
English	85	50-83	69.5	9.0	58	5
Math, Part A	70	25-40	37.0	3.6	88	7
Math, Total	74	36-73	60.0	9.3	94	8
Reading	65	40-62	51.8	6.5	68	6

*The percentile norms used were those provided by the publisher of each test with the exception of the Beattie Test of Mathematical Fundamentals. For it, the norms were developed in Vancouver schools in March 1960 (N=3,863). The norms used for the Stanford Achievement Test were for college preparatory students.

Compared with the results of the testing in June, 1972, the scores in 1973 show, over-all, a slight decline. Exceptions to this decline are the scores for Grade Eight and Grade Eleven students: both groups improved their scores in mathematics and English. Last year, students did best on the mathematics subtests: this year there is less disparity between English scores and mathematics scores. Compared with the scores for other students in college preparatory programs (as represented by the publishers' norms) the scores for students at University Hill are satisfactory.

2. Results of Testing of the French Program

The French program at University Hill is primarily concerned with developing in students the ability to generate conversation. Because this emphasis is different from that of other French programs in Vancouver secondary schools, it was felt that any examination of the program's effectiveness should consider only those students whose instruction in French has been exclusively at University Hill under this program. Thus, only French Nine students were included in the testing.

The instructor at University Hill did not think that the available standardized tests, with their emphasis on aural and written skills, were suitable for his French Nine program. He designed an oral test specifically for the University Hill program, based on vocabulary and constructions from the prescribed French Nine test. (See Appendix A). A group of three French specialists reviewed the test and considered it appropriate for use at that level.

The test was administered by the same specialists to a randomly selected group of thirty-two University Hill students (approximately half the French Nine students). They also administered it to a similar group of French Nine students from another Vancouver secondary school. This second group was used to provide a comparative context in which to view the University Hill results.

Each student was examined individually for approximately twenty minutes by one of the examiners. A four-point scale of fluency was used with each of the twenty-four items of the test. The student's score out of ninety-six reflected the examiner's global estimate of his or her fluency. (See Appendix B).

The results of the testing appear in Table 3. The scores of the students in the control group were significantly higher (at the .01 level of confidence) than the University Hill scores.

TABLE III: RESULTS OF TESTING OF FRENCH NINE STUDENTS AT UNIVERSITY HILL SECONDARY SCHOOL COMPARED WITH RESULTS FROM A COMPARISON SCHOOL

	University Hill	Control
Total Possible Score	96	96
Number of Students	32	40
Range	21-95	55-96
Mean	62.2	78.9
Standard Deviation	19.6	9.3

The significantly higher scores of the control group suggest that students at University Hill are not developing oral skills as quickly or as extensively as other students from a comparable Vancouver secondary school.

3. Results of British Columbia Departmental Exams

In June, 1973, eleven students were required to write fifteen regular Departmental exams. Eighteen students (32.1%) wrote Departmental exams for scholarship.

Table IV summarizes the performance of University Hill students who wrote Departmental exams in June, 1971, 1972 and 1973.

TABLE IV: RESULTS OF B.C. DEPARTMENTAL EXAMINATIONS

Number of Students		1971		1972		1973	
Number writing for scholarships		15 (32.6%)*		20 (43.4%)*		18 (32.1%)*	
Number obtaining class 1 scholarships		10 (66.6%)**		12 (60.0%)**		10 (55.6%)**	
Number obtaining class 2 scholarships		3 (20.0%)**		5 (25.0%)**		***	
Number not qualifying		2 (13.3%)**		3 (15.0%)**		8 (44.4%)**	
Number writing regular Departmental exams		11 (23.9%)*		6 (13.0%)*		11 (19.6%)*	
		P	F	P	F	P	F
Pass-Fail results in:	Mathematics	4	1	3	2	1	-
	Physics	-	-	1	-	-	-
	Chemistry	-	-	1	-	-	-
	Biology	3	2	2	-	2	1
	French	2	-	1	-	1	-
	Geography	1	-	-	-	-	-
	History	1	1	-	-	1	2
	English Lit. 12	-	-	-	-	1	4

*% of Grade 12 students
**% of students writing
***In 1973, Class 1 and Class 2 scholarships were abolished. In order to obtain a scholarship in 1973, students had to achieve 70% or better in the examination.

Interpretation

Approximately 1/3 of the Grade 12 students wrote for scholarship in 1973. This figure compares favourably with the years 1971 and 1972. Results indicate a slight decline in the percentage of Grade 12 students obtaining scholarships over the years 1971-73 although this should be interpreted with caution because of the change in scholarship regulations introduced in 1973 (see footnote *** to Table III).

In 1973, eleven students wrote thirteen regular departmental exams. The failure rate in these exams was significantly higher than in the two previous years.

APPENDIX A

VOLUNTEER SURVEY: A REPORT ON SPECIAL ACTIVITIES

We have been conducting a survey on the use of volunteers and community facilities. The survey has taken the form of three one-week reports, of which this is the last week. These one-week samples will be hopefully typical; but it seems important to document the exceptional, as well as the typical. If there have been throughout the year any special events or expeditions which demanded much time or organization, and which may have been missed in the one-week samples, please make a note of them, indicating what outside people and/or facilities were used, and what use was made of them.

Special Event	People and Facilities	Use

APPENDIX B

STUDENT QUESTIONNAIRE

CONCERNING USE OF COURSE TIME

AT UNIVERSITY HILL SECONDARY SCHOOL

As part of the University Hill Secondary School evaluation, an assessment will be made of the use of course work time by Grade 8 students. Please be frank in your answers and be as accurate as you can.

DO NOT WRITE YOUR NAME ON THIS PAPER

Male:_____Female:_____ Age:____Years____Months

School attended last year:_____

I - SUBJECT COURSES — Use your timetable

Course	Average amount of time (in hours) spent on each subject each week. Circle one of the times or write your answer in the space below.
Humanities	1 2 3 4 5 6 7 8 9 10 Hours
Languages (French)	1 2 3 4 5 6 7 8 9 10 Hours
Science	1 2 3 4 5 6 7 8 9 10 Hours
Mathematics	1 2 3 4 5 6 7 8 9 10 Hours
Home Economics	1 2 3 4 5 6 7 8 9 10 Hours
Industrial Education	1 2 3 4 5 6 7 8 9 10 Hours
Commerce (Typing)	1 2 3 4 5 6 7 8 9 10 Hours
Art	1 2 3 4 5 6 7 8 9 10 Hours
Music	1 2 3 4 5 6 7 8 9 10 Hours
P.E.	1 2 3 4 5 6 7 8 9 10 Hours

APPENDIX B (Continued)

II - MINI-COURSES	Use your timetable
Mini-Course (State name of Course)	Average amount of time (in hours) spent on each subject each week. Circle one of the times or write your answer in the space below.
	1 2 3 4 5 6 7 8 9 10 Hours
	1 2 3 4 5 6 7 8 9 10 Hours
	1 2 3 4 5 6 7 8 9 10 Hours

III - STUDY TIME

1. When you are allowed to work on a subject (course or mini-course) outside of the classroom, how do you usually spend your time? (Please select only one answer.)

   (a) I work on the subject. _____

   (b) I work on other subjects. _____

   (c) I do both (a) and (b). _____

   (d) I do very little work. _____

   (e) I don't do any work at all. _____

None of the above: (please comment)

_____

2. On which course subjects (not mini-courses) do you spend most of your out-of-class time?

   1. _____

   2. _____

Please give reasons:

_____

3. On which course subjects (not mini-courses) do you spend <u>least</u> of your <u>out-of-class</u> time?

1. _____

2. _____

Please give reasons:

_____

4. On which mini-courses do you spend <u>most</u> of your <u>out-of-class</u> time?

1. _____

2. _____

Please give reasons:

_____

5. On which mini-courses do you spend <u>least</u> of your <u>out-of-class</u> time?

1. _____

2. _____

Please give reasons:

_____

6. Where do you do most of your <u>out-of-class</u> work? (For example, school library, classrooms, at home, U.B.C., public library, study carrels, gymnasium, etc.)

Write your answer here: _____

_____

7. Do you think you would benefit from more time spent in teacher-directed classes?

Yes_____ No_____

Give your reasons:

_____

8. Which subjects (courses and mini-courses) do you feel should have more teacher-directed class time?

1._____

2._____

3._____

_____

9. Do you ever work on a subject/s without being told to do so by your teacher or parents?

Often_____ Sometimes_____ Rarely_____ Never_____

_____

10. Which subjects do you work on without being told to do so by your teacher or parents?

1._____

2._____

3._____

_____

STUDENT QUESTIONNAIRE

Procedure

1. Students to be interviewed in small groups (say 10).
2. The importance of honest, accurate answers stressed.
3. All students to be issued with a pencil.
4. Students to be seated apart if possible.
5. All items in the questionnaire (including personal information) to be presented separately.
6. Students to be assisted in determining amounts of time spent on individual subjects.
7. Each student's questionnaire to have the same number printed on the bottom of the last page, that is, alongside his/her name on the class list.
8. Students' names to be checked off as they obtain a questionnaire.

APPENDIX D

ATTENDANCE RECORD OF GRADE 8 STUDENT USE OF COURSE TIME AT UNIVERSITY HILL SECONDARY SCHOOL

Teachers of grade 8 students:

For every grade 8 course you teach - in column one write the number of hours he actually attended class last week. In column two place the number of hours he should have attended class last week.

SUBJECT OR COURSE _____

Name of Student	Hrs. in class	Hrs. should have attended	COMMENTS (Special circumstances, e.g. illness, etc.
Anderson, Peter			
Linda Barrett			
Bennett, Guy			
Bloom, David			
Bourne, Angela			
Brown, Gary			
Brown, Heather			
Bulman, Ann			
Carruthers, Elspeth			
Cavendish, Mark			
Chacon, Stephanie			
Chambers, Kirk			
Clark, Graham			
Cook, Joanne			
Crocker, Tracy			
Darrach, Don			
Delmonico, Marilyn			
Dickinson, Ross			
Drance, Elizabeth			
Dunn, Duane			
Eagle. Jane			
Fields, Leslie			
Gavin, Maurya			

APPENDIX E

EXAMINER'S COPY

FRENCH 9 ORAL TEST

COPIES OF THE EXAMINER'S AND THE STUDENT'S TESTSARE AVAILABLE FROM THE DEPARTMENT OF PLANNING AND EVALUATION ON REQUEST

APPENDIX F

EXAMINER'S RECORD FORM FOR RECORDING MARKS ON ORAL TEST FOR FRENCH NINE STUDENTS

FRENCH 9 TESTING PROGRAM MARKING KEY

Allot 3 marks for each answer on the basis of: 1 mark - fair
2 marks - good
3 marks - excellent

Student's name: _____ School: _____

1. La Famille

A. Questions personnelles--choose any 3.

	0	1	2	3
1.				
2.				
3.				

B. Questions objectives--choose any 3.

	0	1	2	3
1.				
2.				
3.				

C. Lecture et questions narratives (allow student time to read selection). Choose any 3.

	0	1	2	3
1.				
2.				
3.				

2. Le Domicile

A. Questions personnelles--choose any 3.

1. ☐ ☐ ☐ ☐
2. ☐ ☐ ☐ ☐
3. ☐ ☐ ☐ ☐

B. Questions objectives--choose any 3.

1. ☐ ☐ ☐ ☐
2. ☐ ☐ ☐ ☐
3. ☐ ☐ ☐ ☐

Omit section C

3. L'Heure et la Date.

A. Questions personnelles--choose any 3.

1
1. ☐ ☐ ☐ ☐
2. ☐ ☐ ☐ ☐
3. ☐ ☐ ☐ ☐

Omit sections B and C.

4. À Table

A. Questions personnelles--choose any 3.

1. ☐ ☐ ☐ ☐
2. ☐ ☐ ☐ ☐
3. ☐ ☐ ☐ ☐

4. A Table (Continued)

B. Questions objectives

nommez les objets--3 points

0 ☐ 1 ☐ 2 ☐ 3 ☐

menu--3 points

0 ☐ 1 ☐ 2 ☐ 3 ☐

Omit section C

5. Les loisirs

A. Questions personnelles--choose any.

	0	1	2	3
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐

B. Questions objectives--choose any 3.

1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐

C. Lecture et questions narratives. (Allow student time to read selection.) Choose any 3.

1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐

Each student is given 20 minutes to complete the test.